

Adaptation of the Durrell Listening-
Reading Series for Use with
the Visually Handicapped

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June E. Morris

American Printing House for the Blind, Inc.

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Running Head: Durrell Listening-Reading Series

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Abstract

Adaptation of the Durrell Listening-Reading Series for publication in braille and large type is described. Prior to deciding to adapt the Primary Level, it was necessary to determine if its usefulness with primary level blind children warranted its publication. Its usefulness for them was validated through a field evaluation in which 141 legally blind subjects (65 braille, 76 large type) were used. Subjects were drawn from reading levels one (beyond preprimer) through three. The experimental instrument used was a shortened version of one form of the test. Subjects reading at grade levels two and three had no difficulties taking the test; however, only 66% and 77% of subjects using braille and large type, respectively, who read at the first grade level were able to use it. Those who could not experienced more difficulty with the reading parts than with the listening parts. Another finding of interest was that 52% of the braille subjects did not follow marking instructions.

Adaptation of the Durrell Listening-Reading Series for Use with the Visually Handicapped

Formal tests have been adapted for and used by the blind in this country for over 6 decades (Hayes, 1941). The longevity of this practice provides convincing, if silent, testimony as to the usefulness of such measures for the blind. However, like many other materials, tests become outdated. When this occurs their usefulness is greatly diminished and it becomes necessary to remove them from circulation. Consequently, if tests are to continue to be used by the visually handicapped, it is necessary that there be a continuing program of test adaptation and production for their use.

In March 1973 a group of psychologists with interest in the testing of blind students was convened at the American Printing House for the Blind as a test advisory group. The reasons for assembling this group were to obtain assistance in defining test needs; to learn of specific tests that would be both useful and appropriate for adaptation; and to establish priorities, in terms of current needs, for the adaptation of tests. One of the tests the group recommended for possible adaptation was the Durrell Listening-Reading Series, published by Harcourt Brace Jovanovich, Inc. in 1968-70. Initial review of this series indicated adaptation would be feasible.

Adaptation of the Durrell Listening-Reading Series will enable educators of visually handicapped students to evaluate and compare listening and reading abilities of their students. A test manual (Durrell & Hayes, 1969) states:

The Durrell Listening-Reading Series is designed to provide a comparison of children's reading and listening abilities. Its purposes are to identify children with reading disability, and to measure the degree of retardation in reading as compared to listening. Knowledge of discrepancies between a child's understanding of spoken language and of printed words is basic to analysis of reading disabilities and diagnosis of remedial needs. (p. 3)

The three levels of the test provide for such evaluation, analysis, and diagnosis from grades one through nine. At each level there are two forms. These are described as follows:

<u>Levels</u>	<u>Form DE</u>	<u>Form EF</u>
Primary	grades 1-3.5	grades 1-2
Intermediate	grades 3.5-6	grades 3-6
Advanced	grades 7-9	grades 7-9

Each level contains four sections. With the Primary Level these are: Part I, Vocabulary Listening; Part II, Sentence Listening; Part III,

Vocabulary Reading; and Part IV, Sentence Reading. With the Intermediate and Advanced Levels these are: Test 1, Vocabulary Listening; Test 2, Paragraph Listening; Test 3, Vocabulary Reading; and Test 4, Paragraph Reading. The listening tests are read by the examiner to the pupils. Listening and reading abilities are assessed through multiple-choice questions.

Evaluation of the Usefulness of the Primary Level with Primary Level Blind Children

The purpose of this study was to determine the grade or reading levels for visually handicapped children for which use of the Primary Level of the Durrell is appropriate. Normally, tests of the paper and pencil type have not been published for use by visually handicapped children below grade 2.5. The reasons for this have been: (a) it has been thought that most young visually handicapped children would not be able to perform, adequately, the necessary operations required in taking a test of this type, (b) as many visually handicapped children at the lower grade levels do not read as well as their sighted peers, it has been thought that it would not be fair for them to be evaluated with test instruments requiring reading that had been normed on sighted populations, and (c) because tests for use at the lower grade levels are usually highly pictorial in content, it has not been possible to reproduce them in braille nor feasible to reproduce them in large type. Consequently, it was necessary to learn whether enough of the visually handicapped population at the grade levels for which the Primary Level of the Durrell was designed would be able to use it to warrant its publication in braille and/or large type.

Subjects

Subjects who participated in this study were drawn from six residential schools for the blind (Arkansas, Governor Morehead [North Carolina], Indiana, Mississippi, Ohio, and Texas) and five public school systems in Florida (Dade County, Duval County, Hillsborough County, Orange County, and Pinellas County). Criteria used in selecting subjects were the following:

1. be legally blind
2. be reading at first, second, or third grade level. These were defined as follows:

first--children using primers or grade 1 readers and/or workbooks
second--children using grade 2 readers and/or workbooks
third--children using grade 3 readers and/or workbooks
3. be not more than 1 year apart in grade placement and reading level (e.g., a fourth grade student reading at a third grade level could be included; however, a fourth grade student reading at a second grade level could not be included.)

4. read either braille or large type, not both
5. be able to hear well enough to function normally in a classroom without special considerations

All students enrolled in the six residential schools and five public school systems who were eligible and present at the time data were collected were included as subjects. A total of 141 subjects were used. These are described in Table 1.

Table 1
Reading Level and Reading Medium of Subjects

Subjects	Reading Level			Total
	1	2	3	
Braille	20	25	20	65
Large type	27	25	24	76
Total	47	50	44	141

Materials

Two sets of materials were prepared and produced in braille and large type (18-point by American Printing House for the Blind standards). One of these was an experimental test which contained sets of questions taken directly from Form DE of the Primary Level of the Durrell Listening-Reading Series, and the other was a set of practice materials which contained 10 original questions similar in type and identical in format to those appearing in the experimental test. The experimental test included the two sets of sample items appearing in the test battery, one for the listening test and one for the reading test, and the first section (A) of each of the four parts (vocabulary listening, sentence listening, vocabulary reading, and sentence reading) of the test battery. This resulted in an experimental test which was representative of the full test but much shorter. It contained 8 sample items and 44 test tasks. The practice materials were developed to provide subjects with an opportunity to familiarize themselves with the test format, to understand the task, and to learn how to mark their answer choices. This opportunity for more practice than provided by the sample items was offered because it was known that most of the subjects would have had no previous experience with materials of this type. See Appendix A for copy of the practice materials and the experimental test.

The format of the print edition of the Primary Level of the Durrell Listening-Reading Series was such that answer choices were indicated by ovals appearing in three columns. Each column was headed by a picture with one or more descriptive words under it (e.g., a picture of a wind-up clown with the word toys under it). For the listening tests, rows of the ovals were numbered. The tasks for the testee were to listen to the word or sentence read aloud by the examiner, to choose an answer

from the three options offered, and to mark his or her answer choice by marking the oval in the appropriate column in the row having the same number as that of the word or sentence heard. The format of the reading tests was similar, only differing in that the word or sentence was written out to the left of the columns and had to be read by, rather than heard by, the testee. Questions were grouped in sets of 10-12 having the same answer choices. In all cases the answer choices were reviewed orally by the examiner prior to the testees use of them.

This same format was used for the experimental large type test. Black and white prints of the mechanicals used in producing the print edition of the test were purchased from the test publisher and used to print the experimental test by the photo-offset process. The print test itself could not be used for this purpose as it was printed in green ink which does not photograph clearly enough for use. Although the format of the large type experimental test was like that of the print test, the page layout was not. This was due to the fact that when things are enlarged, not as much is put on a page. In the large type test, where it was necessary to continue a set of questions on a second page (i.e., the section from Part IV, Sentence Reading), the column headings were repeated at the top of the second page.

The format used in the braille edition of the experimental test was one that has been used successfully previously. For each section, the answer choices were listed, initially, between two lines of braille dots for oral review with the examiner. Following this, the answer choices were repeated in numbered sets, one answer per line, for the listening tests. For the reading tests the questions (words or sentences) were numbered and written out with their answer choices, one per line, immediately following. In all cases testees were to mark their answers by drawing a line through them with a crayon. All braille materials were made with a blank line following each braille line (double spaced) as this is standard format for braille materials to be used by first grade students.

General test instructions were written for use with all subjects, and specific directions were written for administering the braille practice materials, the braille experimental test, the large type practice materials, and the large type experimental test. Separate directions for administering braille and large type materials were needed because the format of the two varied. Copies of all instructions and directions can be found in Appendix B.

Procedure

The experimental materials were tried out in a limited pilot test prior to their use for experimental purposes. No difficulties were encountered; therefore, no revisions were required.

Prior to the collection of any data, schools or school systems were contacted and arrangements made for working with all students meeting the criteria for inclusion as subjects. Subjects worked with

an experimenter either individually or in groups of from two to four. It was necessary to work with those using braille materials separately from those using large type materials because of the differing format of the materials. All subjects were given an opportunity to learn the task and how to use the test materials with the practice materials prior to being administered the experimental test. Most subjects worked for one session ranging in time from approximately 25-60 minutes during which time rest periods were given as needed.

Results

The criterion established for recommending use of the Primary Level of the Durrell Listening-Reading Series for each of grades 1, 2, and 3 was that at least 50% of the subjects at that grade level be able to perform the operations required to take the test; namely, understand the task and be able to mark their answers. The criterion used for determining this was that the subject perform at a better than chance (33%) level. Percentages of those meeting this criterion were computed for each of the four parts of the experimental test representing the four parts of the Primary Level of the Durrell Listening-Reading Series. These are reported in Table 2 as broken down by reading type and reading level.

Table 2

Percentage of Subjects Responding at a Higher than
Chance Level on Each Part of the Experimental Test
as Categorized by Reading Type and Reading Level

Reading Level	<u>Braille</u>			<u>Large Type</u>		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Part I	80%	100%	100%	96%	96%	96%
Part II	70%	92%	100%	85%	96%	96%
Part III	70%	88%	95%	56%	96%	100%
Part IV	45%	96%	95%	70%	96%	100%
Total	66%	94%	98%	77%	96%	98%

As can be seen from Table 2, with only one exception, more than 50% of the subjects from all reading levels of both reading types performed at an above chance level on all four parts of the experimental test. The sole exception was that only 45% of subjects reading at the first grade level who used braille were able to perform at a higher than chance level on Part IV. This part involved sentence reading.

In asking pupils if they would help with this project, only one refusal was encountered. This pupil was excused. The pupil was one who read at the first grade level.

Not all pupils were able to do, or willing to attempt, all parts of the test. However, if they were not, zero scores were recorded and are reflected in the data reported.

All subjects using large type tests were instructed to mark their answer choices by filling in appropriate ovals. Those using braille tests were instructed to mark their answers by drawing lines through the answers of their choice. In scoring, however, all answers that were clearly indicated (e.g., an oval marked with an x) that were correct, were credited whether the subject followed marking instructions or not. Table 3 reports the percentage of subjects who marked their answers as instructed.

Table 3

Percentage of Subjects, by Reading Level and Reading Type, Who Marked Their Answer Choices as Instructed

Subjects	Reading Level			Total
	Grade 1	Grade 2	Grade 3	
Braille	50%	28%	70%	48%
Large Type	56%	100%	96%	83%

Conclusions

Review of the data showing the percentage of subjects responding at a higher than chance level clearly indicates that those pupils reading at the second and third grade levels should have little difficulty using the Durrell Listening-Reading Series. Teachers and counselors should expect virtually all pupils at these reading levels to be able to take the test after only a brief practice period. Results for those reading at the first grade level are not so clear cut. In general, a greater percentage of subjects who used large type were able to use the test administered than those who used braille. Also, for both reading types, subjects were more able to use the listening tests than the reading tests. From 70%-96% of subjects at this level were able to perform adequately on the listening test. This can be compared with the 45%-70% who performed adequately on the reading tests. In the light of this information, teachers and counselors can expect that most pupils reading at a first grade level beyond the preprimer stage will be able to use the Durrell Listening-Reading Series. However, students at this level will have to be judged individually. For students about whom there is question, the practice materials can be used, not only for practice, but as a screening tool as well. The major problem encountered by subjects at this level was that some had not developed sufficiently good reading skills for the test to be meaningful to them.

The data on the percentage of pupils who marked their answer choices as instructed are particularly interesting in that they confirm previously observed, though not reported, occurrences. That is,

many students who use braille do not, or will not, mark through their answers as instructed. The method of marking through the desired answer choice is by far the best because it leaves little room for ambiguity when scoring. When a student marks over, under, or after an answer on a multiple-choice test, often it is difficult to determine which choice was intended as the lines drawn frequently angle through two or more answer choices. The data indicate that more or better instruction is needed for users of braille. These data also show that only about half of the subjects at the first grade reading level of both reading types followed marking instructions. Therefore, this group of pupils too, could use more or better marking instructions. However, the data for this group includes that for those pupils who were unable to understand the task and, therefore, is not pure for marking problems.

The results of this study clearly indicate that enough of the population for whom the Primary Level of the Durrell Listening-Reading Series was designed, who are visually handicapped, would be able to use the test to warrant its publication in braille and large type.

Adaptation of the Series

As previously stated, initial review of the Durrell Listening-Reading Series indicated that adaptation of the test series for braille and large type publication was feasible. Prior to the evaluation of the usefulness of the Primary Level, it was decided to adapt both forms (DE and EF) of the Intermediate and Advanced Levels of the test series and to publish these in braille and large type. Following the positive results of the field evaluation of the usefulness of the Primary Level of the series, it was decided to adapt and publish both forms of this level, also, in both braille and large type. Always in addition to adapting tests themselves, it is necessary to adapt their accompanying directions for administering to reflect the adapted formats of the tests.

Prior to undertaking any adaptation of the test series, however, approval was sought and obtained from the test publisher, Harcourt Brace Jovanovich, for its adaptation and reproduction in braille and large type. This company not only approved the adaptation, but actively cooperated with it.

Adaptation of the Primary Level was as described for the experimental test with the black and white prints of the mechanicals being used in the production of the large type edition and the braille edition being interlined (double spaced) with one answer choice being offered per line. It was decided to include the practice materials at the beginning of the Primary Level test booklets and offer individual examiners the option of using them or not as needed in individual situations. A blank page was left between the four parts of the Primary Level in the braille edition to provide a definite break between the parts.

Adaptation of the Intermediate Level was similar to that of the Primary Level. The regular print edition's test booklets at this level were printed in blue, so, again black and white prints of the mechanicals had to be purchased from the test publisher for use in production of the large type edition through the photo-offset method. Format for this level of the series is similar to the Primary Level. Differences are: (a) four, rather than three, answer choice options are offered for each question, (b) paragraph listening and paragraph reading tests replace the sentence listening and sentence reading parts of the Primary Level, and (c) only words, no pictures, are used in the column headings of the paragraph listening and paragraph reading tests of the Intermediate Level. The format for the braille edition of this level was fairly standard for braille tests. The tests were interpointed but not interlined. As with the Primary Level, answer choices were listed initially for each section of the four tests within the level between lines of braille dots. The answer choices for tests 1 and 3 are short and, therefore, were listed horizontally across lines. Those for tests 2 and 4 are longer and, therefore, were listed vertically, one per line. As with the Primary Level, a blank page was left between each of the four tests within this level.

The format used in the Advanced Level of the Durrell Listening-Reading Series was not appropriate for use with either the braille or large type editions as the response areas for this level are set up, generally, like an answer sheet. Therefore, it was decided to adapt this level in such a way as to have both the braille and large type editions in a similar format to make possible use of the same directions for administering both editions. Answer choice options for this level range from three to five and are usually in terms of letters keyed to answer choices. In adapting this level, for Tests 1 and 3, the answer choices were presented initially for each section and related to their key letters (e.g., a, b, c, d, e). These were set off by being listed between rows of dotted lines. Following, the key letters were repeated for each question and were listed horizontally after the question number (Test 1) or after the question number and word to be related to one of the answer choices (Test 3). In Test 2 letters representing answer choices (e.g., t for true, D for Danville) were listed horizontally after the questions' numbers. For Test 4, questions were written out following paragraphs which are to be read by the testees. Answer choices that follow are either letters keyed to information given in the directions (e.g., ng for not given, J for Jameston) or written out. With the former, the letters representing answers were listed vertically under the questions. As with the other braille tests in this series, a blank page was left between each of the tests within a booklet.

Possible formats for the braille and large type editions were reviewed with a test consultant¹. All suggestions were taken under consideration when determining the final formats to be used for the three levels of the braille and large type editions.

Five sets of supplementary directions for administering the adapted tests were developed for use with them. These were for:

Primary Level--Forms DE and EF--Braille Edition
Primary Level--Forms DE and EF--Large Type Edition
Intermediate Level--Forms DE and EF--Braille Edition
Intermediate Level--Forms DE and EF--Large Type Edition
Advanced Level--Forms DE and EF--Braille and Large Type Editions

Copy for these directions was submitted to and approved by the test publishers.

Although the content of the print edition, braille edition, and large type edition of the Durrell Listening-Reading Series is identical, the format is not. Consequently, supplemental directions are needed for use with the braille and large type editions. These sets of directions contain the specific directions necessary for administering the braille and/or large type edition which reflect the format of the adapted tests and the scoring keys. In addition, the two sets of supplemental directions for the Primary Level includes information for use with the practice materials. The supplemental directions are to be used in conjunction with the regular test manuals which contain norms and background information about the test series. As the tests themselves are identical in content in all editions of the series, the norms contained in the test manual provided by the test publisher are appropriate for use with the braille and large type editions.

The Durrell Listening-Reading Series will be available in braille and large type from the American Printing House for the Blind.

References

- Durrell, D. D., & Hayes, M. T. Durrell Listening-Reading Series primary level manual for listening and reading tests: Form DE. New York: Harcourt, Brace & World, 1969.
- Hayes, S. P. Mental measurements of the blind: History, inventory, criticism. Teachers Forum for Instructors of Blind Children, 1941, 13, 42-52, 60.

Footnotes

The adaptation of these tests was supported by Contract No. 300-75-0046 awarded to the American Printing House for the Blind by the U.S. Office of Education, School Systems and Handicapped Branch.

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APPENDIXES

APPENDIX A

Copy for Practice Pages

and Experimental Test

Braille Format

Durrell Practice Pages

food
animal
part of a body

1. food
animal
part of a body
2. food
animal
part of a body
3. food
animal
part of a body
4. food
animal
part of a body
5. food
animal
part of a body

food
animal
part of a body

1. milk
food
animal
part of a body
2. foot
food
animal
part of a body
3. dog
food
animal
part of a body
4. arm
food
animal
part of a body
5. meat
food
animal
part of a body

Experimental Test

Primary Level

Durrell Listening-Reading Series

Braille Edition

Part I--Vocabulary Listening

Samples

toys
flowers
babies

1. toys
flowers
babies
2. toys
flowers
babies
3. toys
flowers
babies
4. toys
flowers
babies

A part of a house
 time
 go fast

1. part of a house
 time
 go fast
2. part of a house
 time
 go fast
3. part of a house
 time
 go fast
4. part of a house
 time
 go fast
5. part of a house
 time
 go fast
6. part of a house
 time
 go fast
7. part of a house
 time
 go fast
8. part of a house
 time
 go fast
9. part of a house
 time
 go fast
10. part of a house
 time
 go fast
11. part of a house
 time
 go fast
12. part of a house
 time
 go fast

Part II--Sentence Listening

A in space
 imaginary
 inside the earth

1. in space
 imaginary
 inside the earth
2. in space
 imaginary
 inside the earth
3. in space
 imaginary
 inside the earth
4. in space
 imaginary
 inside the earth
5. in space
 imaginary
 inside the earth
6. in space
 imaginary
 inside the earth
7. in space
 imaginary
 inside the earth
8. in space
 imaginary
 inside the earth
9. in space
 imaginary
 inside the earth
10. in space
 imaginary
 inside the earth

Part III--Vocabulary Reading

Samples

toys
flowers
babies

1. puppy
toys
flowers
babies

2. ball
toys
flowers
babies

3. fawn
toys
flowers
babies

4. rose
toys
flowers
babies

A part of a head
 ways to ride
 time

1. yesterday
 part of a head
 ways to ride
 time

2. minute
 part of a head
 ways to ride
 time

3. bus
 part of a head
 ways to ride
 time

4. second
 part of a head
 ways to ride
 time

5. train
 part of a head
 ways to ride
 time

6. horseback
 part of a head
 ways to ride
 time

7. cheek
 part of a head
 ways to ride
 time

8. ear
 part of a head
 ways to ride
 time

9. scooter
 part of a head
 ways to ride
 time

10. chin
part of a head
ways to ride
time

11. month
part of a head
ways to ride
time

12. carousel
part of a head
ways to ride
time

Part IV--Sentence Reading

Directions

In this part of the test, you will read sentences.
Listen while your teacher tells you what to do.

A in the sky
 all gone
 to make something

1. Janet ate the last cookie on the plate.
 in the sky
 all gone
 to make something
2. Men and machines worked to build the new road.
 in the sky
 all gone
 to make something
3. The sun is the star nearest to the earth.
 in the sky
 all gone
 to make something
4. All the water had evaporated from the pan.
 in the sky
 all gone
 to make something
5. A new moon can be seen for only a short time.
 in the sky
 all gone
 to make something
6. A bricklayer builds strong walls with bricks.
 in the sky
 all gone
 to make something
7. The sun is the center of our solar system.
 in the sky
 all gone
 to make something

8. Machines weave the thread into cotton
cloth.
in the sky
all gone
to make something
9. Every bird had disappeared from the garden.
in the sky
all gone
to make something
10. Sally knit a blue sweater for her doll.
in the sky
all gone
to make something

APPENDIX B

Directions for Administering
Practice Pages and Experimental Tests

Directions for Administering Experimental Test
Durrell Listening-Reading Series--Primary Level

Administer test in one session (45-60 min.) when possible. If two sessions are required, break between listening and reading tests. Give the second session either later on the same day the first session was administered or on the next day.

Braille and large type subjects will have to be tested separately.

Work with small groups (3-4) whenever possible. Never work with more than can be monitored closely. Group by reading level where feasible.

Write subjects' names on the practice pages they are to use prior to distributing the practice pages.

Write each subject's name, the date, his school, and his reading level on the test he is to use prior to distribution.

Instruct subjects to guess if they do not know an answer.

To change an answer, have subject raise his hand. The examiner will then write "no" by the answer the subject wishes to change. He will then instruct the subject to mark the answer he wants.

Give no assistance in reading the test items.

Brief breaks may be given as needed. Break at natural places.

Note problems, if any.

Attempt to complete the test with each subject, regardless of whether the subject understands the task. If any is highly disruptive, excuse back to his regular class. Keep a record of any such happening.

For our own information, keep track of the time required for administering the training practice pages, the listening test, and the reading test.

Do not enforce suggested time allowances too rigidly. Try to allow all subjects to mark their answer choices before moving on to the next question.

Instructions for Administering Braille Practice Pages
for the Durrell Listening-Reading Series' Primary Level

To administer the practice pages, SAY TO THE PUPILS:

I am going to give each of you a booklet that has some interesting things in it for you to do.

Hand out the booklets right side up. THEN SAY:

Open your booklets to page 1. (Pause.) Find the words listed near the top of the page that are between the two lines of braille dots.

If necessary, help the pupils find them. THEN SAY:

The lines of dots make a "box." When words have a line of braille dots over them and under them like this, we say they are "boxed."

Make sure all pupils have found the lines making the box and the three words, or groups of words, that are "boxed." THEN SAY:

Look at the first word in the box. What does it say?

Pause for response (prod if necessary). THEN:

Right. It's "food." Now look at the next word. What is it?

Pause for response (coax if necessary). SAY:

That's right. It is "animal." Now look at the group of words on the next line. Let's read them. They say (together), "part of a body."

Pause. THEN SAY:

Let's read all the "boxed" words together. They say (together)-- food, animal, part of a body. Now you read them.

Help, if necessary. Continue reviewing the words until the pupils can read them without assistance. THEN SAY:

Now listen while I tell you what we are going to do. First, I am going to say a word. Then I want you to decide whether my word is a kind of "food," an "animal," or a "part of a body." When you have decided which it is, I want you to mark the word or words by drawing a line through them. Let me give you a crayon and I will show you how to do it.

Give each pupil a Plasticolor crayon. THEN SAY:

Find number 1 under the box.

Make sure all pupils have found it. THEN:

Beside the number 1 you will find the same words listed that were in the box. Can you find them?

Give assistance, if necessary. THEN:

Let's read the words again. They are (together)--food, animal, part of a body.

Pause. THEN:

My first word is "bird."

Pause. THEN:

Look at the words beside number 1. Is bird a food?

Pause for response. THEN:

No. Is bird an animal?

Pause for response. THEN:

Right! Birds are animals; so, you should mark the word animal in the list by number 1. With your crayon, draw a line through the word animal.

Give help where necessary. It may be necessary to show the students how to mark the answer. This entails finding the answer, holding the place by keeping one finger on or by it, picking up the crayon with the other hand (pupils may have to be shown how to hold it), and drawing a line through the word or words. Go over this with the pupils until they have marked their word, or words, satisfactorily. THEN SAY:

Now find where it says number 2.

Go through the same procedure as for number 1 for numbers 2 through 5 gradually phasing out the repeating of the answer choices. Items 2 through 5 are:

Number 2--fruit - fruit
Now turn to the next page.
3--hair - hair
4--horse - horse
5--leg - leg

THEN SAY:

Now look at page 3.

See that all have found the right place. THEN:

Find the "boxed" words at the top of the page.

Make sure that all pupils have found them. THEN SAY:

Let's read the words together. They say (together)--food, animal, part of a body. Are these the same words we were just using?

Pause for response. THEN:

Yes! But now we are going to do something a little different. Instead of my saying a word, you are going to read a word and then mark through the word under it that tells what it is. The words you choose from, those under the new word you read, will be like those in the box.

Pause. THEN:

Now find where it says number 1 under the box and read the word that is on the same line beside it.

Be sure that all have found the right place. THEN SAY:

What is the word?

Pause for response. THEN:

That's right. The word is "milk." Now you decide whether milk is a food, an animal, or a part of a body. When you have decided, mark it in the list under the word milk. Mark it by drawing a line through it with your crayon.

Pause. THEN:

Which word did you mark?

Pause for response. THEN SAY:

Right! Milk is a food; so, you should have drawn a line through the word food under the word milk.

Make sure everyone has done or does this correctly. THEN SAY:

Now turn to page 4 and find number 2.

Be sure everyone finds it. THEN:

Read the word on the line by the number 2.

Go through the same procedure as for number 1 for numbers 2 through 5. Have the pupils read the stimulus words themselves prompting only when necessary. After having done the first couple of items, stop reviewing the answer choices. Items 2 through 5 are:

Problem 2--foot - foot

3--dog - dog

4--arm - arm

Now turn to page 5.

5--meat - meat

The examiner should give any additional instruction, prompting, or coaxing he feels might be helpful to those pupils who have difficulty understanding the task or marking their answers.

Collect the practice pages after they have been completed. Give a brief rest period and then start with the samples for Part I of the test.

EXPERIMENTAL TEST--BRAILLE EDITION

Listening Test--Specific Directions for Administering

Part I: Vocabulary Listening

SAY TO THE PUPILS:

I am going to give you a booklet that you will use to play some word and sentence games. Do not open your booklet until I tell you to do so.

Pass out the booklets, making sure that each pupil receives the one with his own name on it. THEN SAY:

In the first part, you will play a listening game with words. Listen now while I tell you how to play it. Fold the cover of your booklet back so that only page 2 is showing.

Make sure that all pupils have found the proper place. THEN:

Now find where it says "Samples." (Pause.) Just below the word "Samples" there are three words that are boxed. Find them.

Assist only if necessary. THEN:

Let's read these words together. The first word says (together) "toys." Look at the next word. It says (together) "flowers." Now look at the last word. It says (together) "babies." OK, let's read the three words again. They say (together) --toys, flowers, babies.

Continue reviewing the words until the pupils can read them without help. THEN SAY:

When I say one of my words, I want you to mark your word that belongs to my word. Find where it says number 1 below the box.

Check to see that all have found the right place. THEN SAY:

Look at the three words by the number 1. (Pause.) Are these the same words we were just reading?

Pause for response. THEN:

Right. They are the same words we were just reading. Now I am going to read my first word. When I have read my first word you mark the word by number 1 that belongs to my word. Do you have any questions?

Pause. Answer any questions directly and briefly. THEN:

My first word is puppy--puppy. Mark the word by number 1 that tells what a puppy is. (Pause.) Which word did you mark? (Pause for response.) That's right. A puppy is a baby dog so you should have marked the word "babies."

Make sure that all have done, or do, so. Coax if necessary. THEN:

Now turn to page 3 and find where it says number 2.

Check to see that all have the correct place. THEN:

My second word is ball--ball. Mark the word by number 2 that goes with ball. (Pause.) Which word did you mark? (Pause for response.) That's right. A ball is a toy. If you didn't mark "toys," do so.

Check to see that all have marked the word toys by number 2. Coax where necessary. Continue with the third and fourth sample items giving additional instruction as necessary.

Number 3 fawn--fawn
Number 4 rose--rose

THEN SAY:

Now turn to the next page. Keep your booklet folded back so that only page 4 is showing.

Make sure that all pupils have the correct page.

Look at the words in the box by the capital A at the top of the page. Let's read these three groups of words together. The first word says (together) "part of a house." Now look at the word on the next line. It says (together) "time." Look at the words on the last line in the box. They say (together) "go fast." Let's read the three groups of words together again. They say (together) --part of a house, time, go fast.

Continue reviewing the words until the pupils can read them without help. THEN SAY:

Now I am going to say some other words. Listen to them carefully. If the word that I say means a part of a house, mark those words by the number of my word. If the word is about time, mark the word time by the number of my word. If the word means to go fast, mark those words by the number of the word. Be sure to mark an answer for every word. If you are not sure which the right answer is, make the best guess you can.

You must be careful to mark through the word or words of your answer. If you want to change an answer, hold up your hand and I will help you.

Are there any questions about what you are to do?

Pause for replies. Make sure all pupils understand, SAY:

Now I will say the other words. Listen carefully. Word number 1 is week--week. Be sure to mark your answer by number 1.

Pause about 10 seconds before reading the next word. This length of time should be allowed between all items of Part I: Vocabulary Listening. Read the words clearly, pronouncing each one twice. Be sure to read the number before each item. Check when pages are turned to see that the pupils are working in the correct place; however, give no additional help. If a pupil does not know an answer, encourage him to guess. Continue:

	Number 2	door--door
Page 5		
	3	year--year
	4	rush--rush
	5	gallop--gallop
	6	hall--hall
Page 6		
	7	speed--speed
	8	window--window
	9	later--later
	10	basement--basement
Page 7		
	11	attic--attic
	12	century--century

When the children have been allowed about 10 seconds to complete item 12 of Part I of the test, SAY:

Part II: Sentence Listening

Now turn to page 8, Part II: Sentence Listening. Fold the pages back so that only page 8 is showing.

Make sure all pupils have the right page, THEN:

In this part, you will play a listening game with sentences, in the same way as you played the listening game with words. Just as you marked a word or group of words in the first part that went with my word, now you will mark the word or group of words that go with my sentence in this part. I will read a number and a sentence. You will then find that number and mark your answer by it. Are there any questions?

Pause for replies.

Look at the words in the box at the top of the page. They are beside the capital A. The first group of words says what? (Pause.) That's right. The words in this group say "in space." Now let's read the next word together. It says (together) "imaginary." Look at the next line. These words says (together) "inside the earth." (Pause.) Let's read all of these words again. They say (together)

--in space, imaginary, inside the earth.

Continue reviewing the words until the pupils can read them without help. THEN SAY:

Now I will read some sentences that go with these words. If the sentence that I read tells about things in outer space, mark "in space." If the sentence tells about imaginary animals doing things that people do, mark "imaginary." If the sentence tells about something that happens inside the earth, mark "inside the earth." Be sure to mark an answer for every sentence. If you are not sure which the right answer is, make the best guess you can.

You must be careful to mark through the word or words of your answer. If you want to change an answer, hold up your hand and I will help you.

Are there any questions about what you are to do?

Pause for replies. When sure all pupils understand, SAY:

Listen carefully to the sentences that I will read. Sentence number 1 says: The lion wore a crown because he was a king. Mark your answer beside the number 1.

Pause about 15 seconds before reading the next sentence. This length of time should be allowed between all items of Part II: Sentence Listening. Read the sentences clearly and deliberately; be sure to read the number before each item. Check when pages are turned to see that the pupils are working in the correct place; however, give no additional help. If a pupil does not know an answer, encourage him to guess. Continue:

Number 2 The water main runs under the city streets.

Page 9

- 3 Nine known planets revolve around the sun.
- 4 Subways take care of some of the city traffic.
- 5 The penguins wore rubber boots to the party.
- 6 The moon travels around the earth once a month.

Page 10

- 7 Electricity zips through underground cables.
- 8 Scientists can predict an eclipse of the sun.
- 9 Winnie the weasel took out his gold watch.
- 10 Tunnels for air raid shelters have been dug.

When the children have been allowed about 15 seconds to complete item 10, SAY:

Put your crayon in your booklet and close it.

Give the children about a 5-minute rest period before continuing with Part III of the test.

Reading Test--Specific Directions for Administering

Part III: Vocabulary Reading

SAY TO THE PUPILS:

Open your booklet to page 12, and fold it back so that only page 12 is showing.

Make sure that all pupils have found the proper page. THEN SAY:

Now we are going to play some reading games. Find where it says "Samples." (Pause.) Find the three words that are boxed just below the word "Samples."

Assist only if necessary. THEN:

Let's read these words together. The first word says (together) "toys." Now let's read the next word. It says (together) "flowers." Look at the last word. It says (together) "babies." OK, let's read the three words again. They say (together) --toys, flowers, babies.

If necessary, continue reviewing the words until the pupils can read them without help. THEN SAY:

Now find where it says number 1 below the box.

Make sure that all pupils have found number 1.

Who can read the word on the line beside number 1? (Pause.) Yes, the word says puppy. Now I want you to mark the word below puppy that tells what a puppy is. (Pause.) Which word did you mark? (Pause for response.) That's right. A puppy is a baby so you should have marked the word "babies."

Make sure that all have done, or do, so. Coax if necessary. THEN:

Turn to page 13.

Check to see that all have the correct place. THEN:

Now who can read the word beside number 2? (Pause.) Yes, the word is ball. Mark the word under it that tells what a ball is. (Pause.) Which word did you mark? (Pause for response.) That's right. A ball is a toy. If you didn't mark "toys," do so.

Check to see that all have marked the word toys by number 2. Coax where necessary. Continue with the third and fourth sample items giving additional instruction as necessary.

Number 3 fawn--fawn
Number 4 rose--rose

THEN SAY:

Now turn to the next page. Keep your booklet folded back so that only page 14 is showing.

Make sure that all pupils have the correct page.

Look at the words in the box by the capital A at the top of the page. Let's read these three groups of words together. The first words say (together) "part of a head." Now look at the words on the next line. They say (together) "ways to ride." Look at the word on the last line. It says (together) "time." Let's read the three groups of words together again. They say (together)--part of a head, ways to ride, time.

Continue reviewing the words until the pupils can read them without help. THEN SAY:

Now you are going to read the words beside the numbers silently to yourself. If the word means a part of a head, mark those words under it. If the word means a way to ride, mark those words under it. If the word is about time, mark that word under it. Be sure to mark an answer for every word. If you are not sure which the right answer is, make the best guess you can.

You must be careful to mark through the word or words of your answer. If you want to change an answer, hold up your hand and I will help you.

Are there any questions about what you are to do?

Pause for replies. When sure all pupils understand, SAY:

Now look at the word beside number 1. Read it silently to yourself. Mark the word under it that tells what the word means.

Pause about 15 seconds before asking the children to move to the next number. This length of time should be allowed between all items of Part III: Vocabulary Reading. Check when pages are turned to see that the pupils are working in the correct place; however, give no additional help of any kind to the pupils. If a pupil does not know an answer, encourage him to guess. Continue:

Turn to page 15. (Pause.) Read the word beside number 2 -- the word beside number 3 -- number 4 -- Turn to page 16. (Pause.) Number 5 -- number 6 -- number 7 -- Turn to page 17. (Pause.) Number 8 -- number 9 -- number 10 -- Turn to page 18. (Pause.) Number 11 -- number 12

When the children have been allowed about 15 seconds to complete item 12 of Part III of the test, SAY:

Part IV: Sentence Reading

Now turn to page 19, Part IV: Sentence Reading. Fold the pages back so that only page 19 is showing.

Make sure all pupils have the right page. THEN SAY:

Look at the directions at the top of the page. (Pause.) The directions say: "In this part of the test, you will read sentences. Listen while your teacher tells you what to do."

This is a sentence game that you will play in the same way as you played the word game. Just as you marked a word or group of words that went with the word you read, now you will mark the word or group of words that go with the sentence you will read. Beside each number you will find a sentence. Read it silently to yourself, then mark your answer under it. Are there any questions?

Pause for replies.

Look at the words in the box just under the directions. They are beside the capital A. Who can read the first group of words? (in the sky) What do the next group of words say? (all gone) Who can read the last group of words? (to make something) Now let's read all of these words again. They say (together)--in the sky, all gone, to make something.

Continue reviewing the words until the pupils can read them without help. THEN SAY:

Now you will read all of the sentences in this part silently to yourself. If the sentence tells about things in the sky, mark that answer. If the sentence tells something is all gone, mark that answer. If it tells about making something, mark that answer. Be sure to mark an answer for every sentence. If you are not sure which the right answer is, make the best guess you can.

You must be careful to mark through the word or words of your answer. If you want to change an answer, hold up your hand and I will help you.

Are there any questions about what you are to do?

Pause for replies. When sure all pupils understand, SAY:

Turn to page 20. (Pause.) Look at the sentence beside number 1. Read the sentence silently to yourself, then mark the group of words that goes with the sentence.

Pause about 1 minute before asking the children to move to the next number. This length of time should be allowed between all items of Part IV: Sentence Reading. Check when pages are turned to see that the pupils are working in the correct place; however, give no additional help of any kind to the pupils. If a pupil does not know an

answer, encourage him to guess. Then continue:

Read the sentence beside number 2 -- Turn to page 21. (Pause.)
Number 3 -- number 4 -- Turn to page 22. (Pause.) Number 5
-- number 6 -- Turn to page 23. (Pause.) Number 7 -- number
8 -- number 9 -- Turn to page 24. (Pause.) Number 10

When the children have been allowed about 1 minute to complete item 10,
SAY:

Close your booklet and put your crayon down.

Collect the booklets and crayons. Note any pertinent observation on
the appropriate booklet. Then, dismiss the pupils after thanking
them for helping you.

Part III word list:

- | | | | |
|---|-----------|----|----------|
| 1 | yesterday | 7 | cheek |
| 2 | minute | 8 | ear |
| 3 | bus | 9 | scooter |
| 4 | second | 10 | chin |
| 5 | train | 11 | month |
| 6 | horseback | 12 | carousel |

Part IV sentences:

- 1 Janet ate the last cookie on the plate.
- 2 Men and machines worked to build the new road.
- 3 The sun is the star nearest to the earth.
- 4 All the water had evaporated from the pan.
- 5 A new moon can be seen for only a short time.
- 6 A bricklayer builds strong walls with bricks.
- 7 The sun is the center of our solar system.
- 8 Machines weave the thread into cotton cloth.
- 9 Every bird had disappeared from the garden.
- 10 Sally knit a blue sweater for her doll.

Instructions for Administering Large Type Practice Pages
for the Durrell Listening-Reading Series' Primary Level

To administer the practice pages, SAY TO THE PUPILS:

I am going to give each of you a work sheet that has interesting things on it for you to do.

Hand out the work sheet (practice pages) with the side for the listening part up. THEN SAY:

Find the words and pictures at the top of the columns.

If necessary, help the pupils find them. THEN SAY:

The pictures will help you remember what the words are.

Pause. THEN SAY:

Look at the first picture. It is of a hamburger. Now look at the word under the picture. What does it say?

Pause for response (prod if necessary). THEN:

Right. It's "food." Now look at the next picture. It is a picture of a rabbit. What is the word under this picture?

Pause for response (coax if necessary). THEN:

That's right. It is "animal." Now look at the next picture. It shows a boy walking. Look at the words under this picture. Let's read them together. They say (together), "part of a body."

Pause. THEN SAY:

Let's read the three sets of words together. They say (together) --food, animal, part of a body. Now you read them.

Help, if necessary. Continue reviewing the words until the pupils can read them without help. THEN SAY:

Now listen while I tell you what we are going to do. First, I am going to say a word. Then I want you to decide whether my word is a kind of "food," an "animal," or a "part of a body." When you have decided which it is, I want you to mark the little oval in the box under the word and picture that tell what my word is. Let me give you a crayon and I will show you how to do it.

Give each pupil a Plasticolor crayon. THEN SAY:

Find the row of ovals in the boxes beside number 1.

Make sure all pupils have found them. THEN:

My first word is "bird."

Pause. THEN:

Look at the words at the top of the columns. Is bird a food?

Pause for response. THEN:

No. Is bird an animal?

Pause for response. THEN:

Right! Birds are animals; so, you should fill in the oval under the word animal in the row of boxes by number 1. With your crayon, mark the second oval, the oval under the picture of a rabbit.

Give help where necessary. It may be necessary to show the students how to mark the answer. Go over this with the pupils until they have marked their answer satisfactorily. THEN SAY:

Now find where it says number 2.

Go through the same procedure as for number 1 for numbers 2 through 5 gradually phasing out the repeating of the answer choices. Items 2 through 5 are:

Number 2--fruit - fruit

3--hair - hair

4--horse - horse

5--leg - leg

THEN SAY:

Now turn your page over.

See that all do so. THEN:

Find the words and pictures at the top of the columns on this page.

Make sure that all pupils have found them. THEN SAY:

Let's read the words under the pictures together. They say (together)
--food, animal, part of a body. Are these the same words we were just using?

Pause for response. THEN:

Yes! But now we are going to do something a little different. Instead of my saying a word, you are going to read a word and then mark the oval under the word and picture that tell what it is.

Pause. THEN:

Now find the number 1 and read the word that is beside it.

Be sure all have found the right place. THEN SAY:

What is the word?

Pause for response. THEN:

That's right. The word is "milk." Now you decide whether milk is a food, an animal, or a part of a body. When you have decided, mark the oval following the word milk that is under the word and picture that tell what milk is.

Pause. THEN:

Under which word did you mark?

Pause for response. THEN SAY:

Right! Milk is a food; so, you should have marked the oval under the word food.

Make sure everyone has done or does this correctly. THEN SAY:

Now find number 2.

Be sure everyone finds it. THEN:

Read the word on the line by the number 2.

Go through the same procedure as for number 1 for numbers 2 through 5. Have the pupils read the stimulus words themselves prompting only when necessary. After having done the first couple of items, stop reviewing the answer choices. Items 2 through 5 are:

Problem 2--foot - foot
3--dog - dog
4--arm - arm
5--meat - meat

The examiner should give any additional instruction, prompting, or coaxing he feels might be helpful to those pupils who have difficulty understanding the task or marking their answers.

Collect the practice pages after they have been completed. Give a brief rest period and then start with the samples for Part I of the test.

EXPERIMENTAL TEST--LARGE TYPE EDITION

Listening Test--Specific Directions for Administering

Part I: Vocabulary Listening

SAY TO THE PUPILS:

I am going to give you a booklet that you will use to play some word and sentence games. Do not open your booklet until I tell you to do so.

Pass out the booklets, making sure that each pupil receives the one with his own name on it. THEN SAY:

In the first part, you will play a listening game with words. Listen now while I tell you how to play it. Open your booklet to page 1. Look at the sample pictures.

Make sure that all pupils have found the proper place.

See the first picture. It is of a wind-up clown, isn't it? (Pause.) Right under the picture there is a word--it says "Toys." The picture will help you remember what the word is, because a wind-up clown is a toy.

Look at the picture of a flower in the next box. The word under the picture is "Flowers," so this picture, too, will help you remember the word. In the last box there is a picture of a baby, and the word under the picture is "Babies."

Now I will say some other words, and you will decide which picture each word belongs to. Look at the row of boxes beside number 1, below the pictures. Word number 1 is puppy--puppy. You should fill in the little oval in the first box under the word and picture that tell what a puppy is. (Pause.) Which did you mark? (Pause for response.) That's right. A puppy is a baby dog so you should have marked the oval under "Babies."

Make sure that all have done, or do, so. Coax if necessary. THEN:

Look at the row of boxes beside number 2. Word number 2 is ball--ball. Mark the oval in the box under the word and picture that go with ball. (Pause.) Which word did you mark? (Pause for response.) That's right. A ball is a toy. If you didn't mark "Toys," do so.

Check to see that all have marked the oval under toys by number 2. Coax where necessary. Continue with the third and fourth sample items giving additional instruction as necessary.

Number 3 fawn--fawn
Number 4 rose--rose

THEN SAY:

Now turn to the next page.

Make sure that all pupils have the correct page.

Look at the pictures beside the big capital A at the top of the page. The words under the first picture are "Part of a House." The picture will help you remember them, because it shows a corner of a house. The word under the picture in the middle box is "Time." A calendar tells time, doesn't it? The words under the third picture say "Go Fast." A racing car can go fast, can't it?

Now I am going to say some other words. Listen to them carefully. If the word that I say means a part of a house, fill in the oval under the picture of a corner of a house. If the word is about time, fill in the oval under the picture of a calendar. If the word means to go fast, fill in the oval under the picture of a racing car. Be sure that the oval you fill in for each word is in the row of boxes right beside the number of the word. Also, be sure to mark an answer for every word. If you are not sure which the right answer is, make the best guess you can.

You must be careful to mark, or fill in, the oval of your answer. If you want to change an answer, hold up your hand and I will help you.

Are there any questions about what you are to do?

Pause for replies. When sure all pupils understand, SAY:

Now I will say the other words. Listen carefully. Word number 1 is week--week. Fill in an oval in the row beside number 1, under the right picture and words.

Pause about 10 seconds before reading the next word. This length of time should be allowed between all items of Part I: Vocabulary Listening. Read the words clearly, pronouncing each one twice. Be sure to read the number before each item. Give no help to the pupils. If a pupil does not know an answer, encourage him to guess. Continue:

Number 2 door--door
3 year--year
4 rush--rush
5 gallop--gallop
6 hall--hall
7 speed--speed

- 8 window--window
- 9 later--later
- 10 basement--basement
- 11 attic--attic
- 12 century--century

When the children have been allowed about 10 seconds to complete item 12 of Part I of the test, SAY:

Part II: Sentence Listening

Now turn to page 3, Part II: Sentence Listening.

Make sure that all pupils have the right page, THEN:

In this part, you will play a listening game with sentences, in the same way as you played the listening game with words. First we will look at the pictures and I will read the words. Below the pictures are rows of boxes with ovals in them and each row has a number. For each number, I will read a sentence. You will decide under which picture the sentence belongs; then you will fill in the oval under the picture you choose, in the row of boxes beside the number of the sentence. Are there any questions?

Pause for replies.

Look at the pictures beside the big capital A. The words under the first picture say "In Space." The word under the middle picture is "Imaginary." Under the third picture, the words say "Inside the Earth."

Now I will read some sentences that go with these pictures and words. If the sentence that I read tells about things in outer space, fill in the oval under the picture of the planets and stars. If the sentence tells about imaginary animals doing things that people do, fill in the oval under the picture of a squirrel wearing a cap and scarf and carrying a basket. If the sentence tells about something that happens inside the earth, fill in the oval under the picture of a tunnel. Be sure to mark an answer for every sentence. If you are not sure which the right answer is, make the best guess you can.

You must be careful to mark, or fill in, the oval of your answer. If you want to change an answer, hold up your hand and I will help you.

Are there any questions about what you are to do?

Pause for replies. When sure all pupils understand, SAY:

Listen carefully to the sentences that I will read. Sentence number 1 says: The lion wore a crown because he was a king. Fill in

an oval in the row beside number 1, under the right picture and words.

Pause about 15 seconds before reading the next sentence. This length of time should be allowed between all items of Part II: Sentence Listening. Read the sentences clearly and deliberately; be sure to read the number before each item. Give no help to the pupils. If a pupil does not know an answer, encourage him to guess. Continue:

- Number 2 The water main runs under the city streets.
- 3 Nine known planets revolve around the sun.
- 4 Subways take care of some of the city traffic.
- 5 The penguins wore rubber boots to the party.
- 6 The moon travels around the earth once a month.
- 7 Electricity zips through underground cables.
- 8 Scientists can predict an eclipse of the sun.
- 9 Winnie the weasel took out his gold watch.
- 10 Tunnels for air raid shelters have been dug.

When the children have been allowed about 15 seconds to complete item 10, SAY:

Put your crayon in your booklet and close it.

Give the children about a 5-minute rest period before continuing with Part III of the test.

Reading Test--Specific Directions for Administering

Part III: Vocabulary Reading

SAY TO THE PUPILS:

Open your booklet to page 4.

Make sure that all have found the proper page. THEN SAY:

Now we are going to play some reading games. Look at the sample words and pictures on this page. (Pause.) See the first picture. It is of a wind-up clown, isn't it? Who can read the word right under the picture?

Pause for replies.

Yes, the word is "Toys." The picture will help you remember the word, because a wind-up clown is a toy. What is the word under the picture in the next box? (Pause.) Yes, the word "Flowers" is under a picture of a flower. What is the word under the picture in the last box? (Pause.) Yes, the word is "Babies," under a picture of a baby.

Now look at the words at the left, beside the numbers.

Make sure all are looking in the proper place.

Who can read the word beside number 1? (Pause.) Yes, it is puppy. Now I want you to mark the oval in the row of boxes by puppy under the word and picture that tell what a puppy is. (Pause.) Which oval did you mark? (Pause for response.) That's right. A puppy is a baby so you should have marked the oval under "Babies."

Make sure that all have done, or do, so. Coax if necessary. THEN:

Who can read the word beside number 2? (Pause.) Yes, the word is ball. Mark the oval in the row of boxes by ball under the word and picture that tell what a ball is. (Pause.) Which oval did you mark? (Pause for response.) That's right. A ball is a toy. If you didn't mark "Toys," do so.

Check to see that all have marked the oval under "Toys" for number 2. Coax where necessary. Continue with the third and fourth sample items giving additional instruction as necessary.

Number 3 fawn--fawn
Number 4 rose--rose

THEN SAY:

Now turn to the next page.

Make sure all pupils have the correct page.

Look at the pictures beside the big capital A at the top of the page. Who can read the words under the first picture? (Part of a Head)

The picture will help you remember, because it shows a head. What are the words under the picture in the middle box? (Ways to Ride) One way to ride is in a wagon, isn't it? Who can read the word under the third picture? (Time) Calendars and clocks tell time, don't they?

Now you are going to read all the words in the left-hand column, beside the numbers, silently to yourself. If the word means a part of a head, fill in the oval under the picture of a head. If the word means a way to ride, fill in the oval under the picture of a wagon. If the word is about time, fill in the oval under the picture of the clock and calendar. Be sure that the oval you fill in for each word is in the row of boxes right beside the word and its number. Also, be sure to mark an answer for every word. If you are not sure which the right answer is, make the best guess you can.

You must be careful to mark, or fill in, the oval of your answer. If you want to change an answer, hold up your hand and I will help you.

Are there any questions about what you are to do?

Pause for replies. When sure all pupils understand, SAY:

Now look at the word beside number 1. Read it silently to yourself. Fill in an oval in the row beside the number 1, under the right picture and words.

Pause about 15 seconds before asking the children to move to the next number. This length of time should be allowed between all items of Part III: Vocabulary Reading. Give no help of any kind to the pupils. If a pupil does not know an answer, encourage him to guess. Continue:

Read the word beside number 2 -- the word beside number 3 -- number 4 -- (etc.)

When the children have been allowed about 15 seconds to complete item 12 of Part III of the test, SAY:

Part IV: Sentence Reading

Now turn to page 6, Part IV: Sentence Reading.

Make sure all pupils have the right page. THEN SAY:

Look at the directions at the top of the page. (Pause.) The directions say: "In this part of the test, you will read sentences. Listen while your teacher tells you what to do."

This is a sentence game that you will play in the same way as you played the word game. First we will look at the pictures and read these words. On the left side of the page, beside the numbers, there are sentences. You will read each sentence silently to yourself, and then fill in the oval beside it under the picture where the sentence belongs. Are there any questions?

Pause for replies.

Look at the pictures beside the big capital A. Who can read the words under the first picture? (In the Sky) What are the words under the middle picture? (All Gone) Under the third picture? (To Make Something)

Now you will read all the sentences under A silently to yourself. If the sentence tells about things in the sky, fill in the oval under the picture of the sun and clouds. If the sentence tells

something is all gone, fill in the oval under the picture of the empty glass. If it tells about making something, fill in the oval under the picture of a hand holding a hammer. Be sure to mark an answer for every sentence. If you are not sure which the right answer is, make the best guess you can.

You must be careful to mark, or fill in, the oval of your answer. If you want to change an answer, hold up your hand and I will help you.

Are there any questions about what you are to do?

Pause for replies. When sure all pupils understand, SAY:

Now look at the sentence beside number 1, under the big capital A. Read the sentence silently to yourself. Fill in an oval in the row beside it, under the right picture and words.

Pause about 1 minute before asking the children to move to the next number. This length of time should be allowed between all items of Part IV: Sentence Reading. Give no help of any kind to the pupils. If a pupil does not know an answer, encourage him to guess. Then continue:

Read the sentence beside number 2 -- the sentence beside number 3 -- number 4 -- (etc.) Turn to page 7 for number 6.

When the children have been allowed about 1 minute to complete item 10, SAY:

Close your booklet and put your crayon down.

Collect the booklets and crayons. Note any pertinent observation on the appropriate booklet. Then, dismiss the pupils after thanking them for helping you.



